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Williams: I believe that it came from Cowell Hospital, the Dean of Students, and the State Department of Rehabilitation.

Wiseman: What were the most pressing problems as far as getting the program started?

Williams: I can recall four basic problems: 1) arrangements for Cowell Hospital residents (other than for Ed Roberts); 2) access to campus, classrooms, libraries, and lavatories; 3) selection and development of the PDSP [Physically Disabled Students' Program] office on Durant within health and safety requirements; 4) access for men and women to spaces in Harmon and Hearst gymnasia for recreational activities in swimming and intramural basketball.

Wiseman: In the early part of the program, did you envision that it would expand as it did?

Williams: I wish I could say that I had such vision. I knew that the program would live and grow within Cal, but I didn't expect it to get out of its adolescent years so soon.

Wiseman: After entering the University did other disabled students start contacting you?

Williams: I may have met some that way, but if I did, they were few in number. I met most of them through calls at Cowell, meeting with Ed or John Hessler in my office or other parts of the campus, and many on visits to the PDSP office.

Political Activity of Disabled Students

Wiseman: Throughout your career at UC Berkeley, it was often the focal point of social and political change including the free speech movement, the civil rights movement, women and consumer issues, and the peace movement. Do you see any correlation between these activities and what was happening with the disabled?

Williams: In a sense, yes, but it wasn't a revolution. We finally became aware of the needs and rights of people who were disabled. Together, we began the development of a program which profoundly changed, for the better, the lives of our disabled students. The primary difference between this and other movements relates to the fact that this one was achieved without excessive protests. Students were successful by working effectively and with unusual power through our established system for change.

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University of California
Berkeley, California

Disabled Persons' Independence Movement:
The Formative Years, 1962-1977

ARLEIGH WILLIAMS AND BETTY H. NEELY: UNIVERSITY ADMINISTRATORS RECALL ORIGIN OF PHYSICALLY DISABLED STUDENTS' RESIDENCE PROGRAM

Arleigh Williams — Recollections of the Dean of Students

Betty H. Neely — Recollections of the Director of Student Activities and Programs

With an Introduction by
Willa K. Baum

Interviews Conducted by
Herb Wiseman
1984 and 1985

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INTRODUCTION

On April 25, 1987, the Physically Disabled Students' Residence Program at the University of California, Berkeley, celebrated its twenty-fifth year of successful service to Cal students. The University community paid tribute to the pioneers in the program who found solutions to their common problems and developed a network of support which enabled them to pursue their education at Cal, live independently in the community, and learn skills to earn a living after graduation.

From this effort, initiated by a small group of students in Berkeley, has sprung the Disabled Persons' Independence Movement. The movement has worked on the state and national level to eliminate barriers to a disabled person's participation in the business of everyday living. Success on college campuses and in communities across the United States has set an example to be emulated internationally.

These two interviews with University administrators Betty H. Neely, Director of Student Activities and Programs, and Arleigh Williams, Dean of Students, conducted in 1984 and 1985, were undertaken to document the University's part in the movement at its inception. As Arleigh Williams says in his interview, "We finally became aware of the needs and rights of people who were disabled. Together, we began the development of a program which profoundly changed, for the better, the lives of our disabled students." The interviews with Betty H. Neely and Arleigh Williams are the vanguard of a substantial study of the Berkeley phase of the national Disabled Persons' Independence Movement.

We are indebted to Susan O'Hara, Coordinator for the Physically Disabled Students' Program at Berkeley, for her guidance in these initial interviews and for her enthusiasm and effort to secure funding for the subsequent interviews. As these two interviews come to completion, a grant proposal is before the National Endowment for the Humanities to expand this study.*

We are grateful to Prytanean Alumnae, Inc. for their grant which funded these two interviews conducted by Herb Wiseman, former Special Assistant in the residence program. Herb recognized the importance of documenting the history of the origins of the movement and conducted a thorough investigation of the university's role in welcoming the first severely disabled students.

The Regional Oral History Office was established to tape record autobiographical interviews with persons who have contributed significantly to recent history in California and the West. The office is headed by Willa K. Baum and is under the administrative supervision of James D. Hart, Director of The Bancroft Library.

Willa K. Baum, Division Head
Regional Oral History Office

1 June 1987

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*The grant proposal to NEH was turned down; the search for funding continues.

INTERVIEW HISTORY -- Arleigh Williams

Arleigh Williams' support and encouragement were vital to the inception of the Cowell Hospital Residence Program and later the Physically Disabled Students' Program. As Dean of Men, he was influential in the decision to admit Ed Roberts, a quadraplegic, to the University and allow him to live on campus. By the latter half of the 1960s, Roberts and other disabled students were employed in his office. This experience contributed to the development of the Physically Disabled Students' Program in 1970.

Williams retired from UC Berkeley in 1976 as Dean of Students Emeritus. He lives in Cayucas, California. This interview was done on March 19, 1985, in The Bancroft Library on the UC Berkeley campus. Dean Williams reviewed his transcript in March, 1987, and made extensive revisions in the text.

Herb Wiseman
Interviewer

31 July 1987
Regional Oral History Office
486 The Bancroft Library
University of California at Berkeley

INTERVIEW HISTORY -- Betty H. Neely

Betty Neely was the University official directly responsible for supervising the Physically Disabled Students' Program. Neely, as Director of Student Activities & Programs, was appointed by the University in 1970 to oversee the financial and contractual agreements of the initial grant from the Department of Education to establish the Physically Disabled Students' Program.

Neely retired from the University in 1976. She presently lives in Santa Rosa, California. This interview was done on April 13, 1984, at her home. Ms. Neely reviewed her transcript in March, 1987, and made some clarifications and additions to the text.

Herb Wiseman
Interviewer

31 July 1987
Regional Oral History Office
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University of California at Berkeley

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The Bancroft Library

University of California
Berkeley, California

Disabled Persons' Independence Movement:
The Formative Years, 1962-1977

Arleigh Williams

RECOLLECTIONS OF THE DEAN OF STUDENTS

An Interview Conducted by
Herb Wiseman
in 1985

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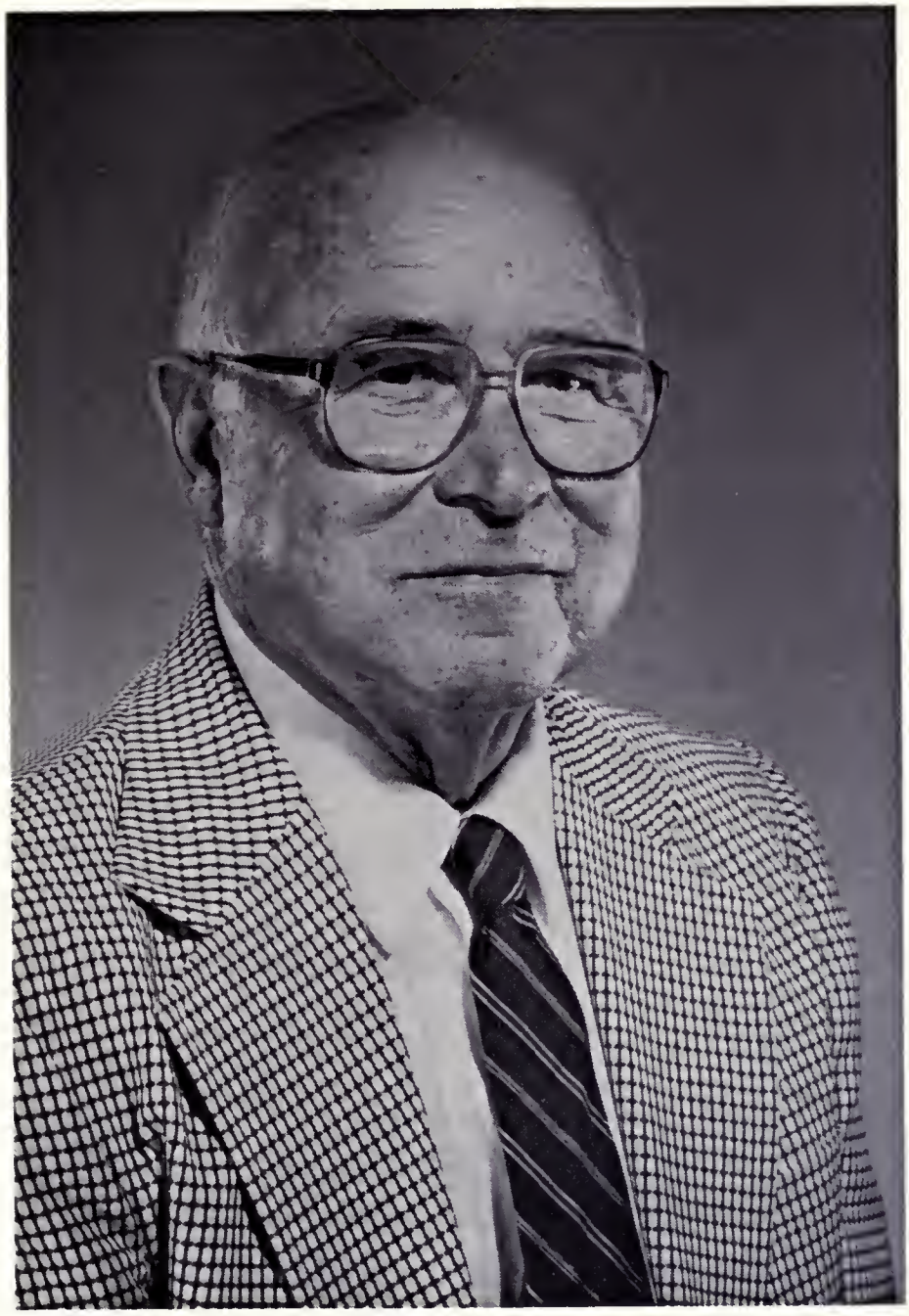

ARLEIGH WILLIAMS

Regional Oral History Office
Room 486 The Bancroft Library

University of California
Berkeley, California 94720

BIOGRAPHICAL INFORMATION

(Please print or write clearly)

Your full name ARLEIGH TABER WILLIAMS

Date of birth 10/27/12 Place of birth CHICO, CALIFORNIA

Father's full name CLAUDE ARLEIGH WILLIAMS

Birthplace AFTON, NEW YORK

Occupation BOOKKEEPER

Mother's full name ~~ELSIE~~ ELSIE M. WILLIAMS

Birthplace SUTTER CREEK, CALIF.

Occupation

Where did you grow up ? STIRLING CITY, SACRAMENTO, OAKLAND

Present community CAYUCOS, CALIFORNIA

Education A.B., M.A. UCB.

Occupation(s) (1) TEACHER, RICHMOND HIGH - PHYS. ED., PHYSIOLOGY - COACH -
2) COLLEGE OF MARIN - TEACHER HEALTH ED. COACH, DEAN, DIRECTOR
OF GUIDANCE 3) UNIV. OF CAL. - DIRECTOR ACTIVITIES ASUC., DEAN OF MEN
DEAN OF STUDENTS

Special interests or activities READING, GOLF, CHURCH,
ALUMNI ACTIVITIES

Preparation To Be Dean of Students

Undergraduate and World War II Years

Wiseman: First, I'd like to ask a little bit about your background.

Williams: I came to the University as a freshman in 1931, graduated in 1935. I majored in Physical Education--a liberal arts major I found to be most useful throughout my professional life.

Shortly after graduation, Mrs. Williams and I married. We were ready for it; we went with one another from my freshman year. I got my first teaching job at Richmond Union High School. I coached for two years, and at the end of that time I had the opportunity to coach football at the University of California at Davis, or become the Dean of Boys at Richmond. For some reason, I chose the Dean of Boys job.

I went into Naval Service at the beginning of 1943. I was away for three years. During that time I saw my wife and three children approximately thirty-six days. That separation had a profound effect upon each of us.

College of Marin

Williams: During the war, I had lots of time to think about the kind of job I wanted when I got home again. I decided that I wanted to go back to coaching because that field provided me unusually fine opportunities to help young men grow up.

In August of 1946, the College of Marin was looking for such a guy. I applied for the job to be the head of the Physical Education Department, Director of Athletics, and Coach of football. Fortunately I got it, but lo and behold, thirty days later, I was also appointed part-time Dean of Men.

Return to the University of California at Berkeley

Williams: I worked at the College of Marin from 1946 to 1957. During that period of time, I continued graduate work at Berkeley in Counseling Psychology. I became full time Dean of Men and Director of Counseling in 1954, and taught a class in Health Education at College of Marin.

In June of 1957, I was offered the position of Director of Student Activities for the ASUC. I accepted and returned to Berkeley. My luck and good fortune continued. I became Dean of Men in 1959, Dean of Students in 1965, and Dean of Students Emeritus in 1976. It was a rich life!

Disabled People in the Community and on Campus

Early Memories of Disabled People

Wiseman: I would like to go back to your childhood. Do you recall your first contacts with disabled people?

Williams: The first real contact was with a third grade classmate. He suffered from a severely crippled leg. Polio left its mark on several of my friends.

Wiseman: So you had some amount of contact with disabled people even previous to your contact at the University?

Williams: In fact, disabled people were not new to me. I worked with students nineteen years before I returned to the University. Many of them were severely handicapped. World War II, of course, damaged many of my friends and acquaintances.

Wiseman: How did your first impressions of disabled people that you knew before you met disabled people at the University correlate with those you were to meet at the University?

Williams: My immediate response is to say that I saw no difference, but wait just a moment; let me back up. You ask a complicated question. There was a qualitative difference! Those I knew and with whom I worked before returning to the University had their independence and were not so severely handicapped. They were not uncomfortable with the type of life they were living. The majority were mobile. The benefits of their living patterns were good. They were not denied rights and privileges of citizenship. Opportunities for higher

Williams: education were open to them. They could marry, establish a home, and have children. They had little difficulty being accepted by society or the work force of their choice.

Success of First Seriously Disabled Student

Wiseman: What were the factors which made the early- to mid-1960s the time when seriously disabled people could first successfully begin entering the University community, as well as urban communities, in Berkeley and in other parts of the country?

Williams: I think I know a couple of reasons. If I had a chance to put my money on it, I would first bet on Ed Roberts. He had a network organized; he was a good PR man, and he was a great advocate for his friends. He was recruiting constantly. The second good bet would have been John Hessler. John succeeded Ed as a Dean of Students intern. I wouldn't have lost money on him. He was as enthusiastic about recruiting as Ed was.

Wiseman: Ed was the first severely disabled person to be accepted at UC Berkeley?

Williams: He wasn't the first to be accepted. He was the first to live at Cowell Hospital.

Wiseman: He stated that you were his initial contact at UC Berkeley. Could you describe to me the first meeting that you had with Ed Roberts?

Williams: Before I respond to your question, I should tell you that I had previous conversations about Ed with a faculty member at San Mateo City College. He gave me the scoop--academic, emotional, intellectual, and physical--about Ed. It was good stuff! I relayed it to Dr. Henry Bruyn who was the Director of Student Health, and next in line to talk with Ed.

As far as I know, I was Ed's first contact at Cal. He and his mother, Zona, met with me in my office.

Wiseman: What had you expected at this meeting?

Williams: That I was going to have the privilege of meeting a very bright, capable, courageous, and interesting young man and his mother. He was described accurately. I liked him. I didn't know what to expect from his mother, but she didn't need any credentials. I had never met a woman with greater confidence, love and faith in her son. She is a beautiful lady!

Wiseman: After the initial meeting, were there problems you realized you hadn't foreseen?

Williams: No, not immediately. The meeting was pleasantly comfortable. Ed was a new student coming into the University. I had the job of giving him a hand. But, assuredly, problems would ultimately show their ugly heads.

Wiseman: Had you talked with Henry Bruyn about the problems concerning disabled students?

Williams: Of course, many times. We had a close relationship. Our immediate concerns were about Ed's housing at Cowell, his ability to get to and from classes, the responsibility and competence of his student aide, and the stability of the complex mechanical assistance which he needed to support his breathing.

He wasn't worried. Obviously, neither should we have sweated the small stuff.

I have a gap in my memory between the beginning of the program at Cowell up to the time I hired Ed as an intern for the Dean of Students. He accepted the job with enthusiasm and in so doing, he became a member of our staff, our ombudsman for registered physically disabled students and the disabled students who were seeking admission to Cal. Occasionally in staff meetings, he emphasized what he was doing with some salty language that left little to our imagination. Some of our "older Victorian" staff members winced, but they survived and became ardent supporters of the movement of the physically disabled students.

Wiseman: Did you appoint him to this position with the goal of recruiting more disabled students to the University?

Williams: Yes, that was part of the purpose of a movement whose time had arrived. It was time for us to help it.

Other Disabled Students on Campus

Wiseman: Are you familiar with programs for disabled people that preceded the advent of Ed Roberts and the Cowell Program?

Williams: We were pitifully limited. We didn't have an organized program, but we did have blind students, deaf students, students on crutches, and some in wheelchairs. For the life of me, though, I can't recall any special assistance we might have provided them.

Wiseman: In the beginning, after this initial interview with Ed, did you ever have any reservations?

Williams: Only one, and it haunts me to this day. I didn't believe that Hale Zukas who has cerebral palsy could meet the requirements for his degree. I made a grievous error and suggested to him that he might be better off to first spend two years in a local community college. He wouldn't give up. He appealed my recommendation. I consulted with Henry Bruyn. His reaction was, "Let's go, we can do it." I had the feeling that God was the social worker and that Henry Bruyn was the messenger. Who was I to buck that combination? Recently, I believe that I heard that Hale is about to receive his Ph.D. Did someone say something about the egg on my face?

Wiseman: What University departments and offices were most integrally involved with the beginning of the Cowell program?

Williams: To the best of my knowledge, the following departments and offices were most integrally involved: Director of Student Health, Chancellor, College of Letters and Science, Director of Admissions, and Dean of Students.

Making Facilities Accessible

Wiseman: That must have been a very big job: making the campus accessible.

Williams: Yes, and I believe that it was an expensive job.

Wiseman: Who did the planning?

Williams: I don't recall that there was any planning. It just grew as needs were discovered by disabled students, administrators, and faculty. If my memory serves me well, I believe that it was actually started by Ed Roberts when he was an intern for the Dean of Students Office. He took an inventory of the number of ramps needed around the campus to enable students to get on or off the campus.

Wiseman: Were you responsible for coordinating the efforts toward making the campus accessible?

Williams: No, I was a "conspirer." I had a lot of friends in strategic offices who wanted to help, were able to help, and helped legitimately to make the campus more accessible.

Wiseman: Where did the money come from in the beginning of the program for living accommodations on campus?

Williams: I believe that it came from Cowell Hospital, the Dean of Students, and the State Department of Rehabilitation.

Wiseman: What were the most pressing problems as far as getting the program started?

Williams: I can recall four basic problems: 1) arrangements for Cowell Hospital residents (other than for Ed Roberts); 2) access to campus, classrooms, libraries, and lavatories; 3) selection and development of the PDSP [Physically Disabled Students' Program] office on Durant within health and safety requirements; 4) access for men and women to spaces in Harmon and Hearst gymnasia for recreational activities in swimming and intramural basketball.

Wiseman: In the early part of the program, did you envision that it would expand as it did?

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Wiseman: After entering the University did other disabled students start contacting you?

Williams: I may have met some that way, but if I did, they were few in number. I met most of them through calls at Cowell, meeting with Ed or John Hessler in my office or other parts of the campus, and many on visits to the PDSP office.

Political Activity of Disabled Students

Wiseman: Throughout your career at UC Berkeley, it was often the focal point of social and political change including the free speech movement, the civil rights movement, women and consumer issues, and the peace movement. Do you see any correlation between these activities and what was happening with the disabled?

Williams: In a sense, yes, but it wasn't a revolution. We finally became aware of the needs and rights of people who were disabled. Together, we began the development of a program which profoundly changed, for the better, the lives of our disabled students. The primary difference between this and other movements relates to the fact that this one was achieved without excessive protests. Students were successful by working effectively and with unusual power through our established system for change.

Wiseman: Several people who lived at Cowell Hospital were involved in the political process which led up to the federal legislation for handicapped rights which was passed in 1973, as well as other political action including the appointment of Ed Roberts as the Director of Rehabilitation by Governor Brown. Did you see signs of political activity at Cowell?

Williams: I was not aware of political action which related to Ed's selection as the Director of Rehabilitation by Governor Brown. I was aware of John Hessler's interest in advocacy to give disabled people greater say in decisions that affected their lives and his efforts to obtain support from HEW.

Wiseman: Disabled students lived at Cowell until 1974. I understand from talking with Ed Roberts that you used to visit them occasionally. Do you have any impression from visiting as to what life was like for students?

Williams: Actually, I was following a habit I had developed when I first came back to Cal. I did visit students every so often, and occasionally I would see Ed and his friends. The students I saw were comfortable, but didn't feel they belonged in the hospital; they were looking forward to getting out of it and enjoying the feeling of being free to do what they wanted to do.

Wiseman: During the Cowell program an organization called Rolling Quads was established. Are you familiar with them?

Williams: Yes. John Hessler organized them because they wanted to become more self-reliant than they were at the hospital. They felt a need to develop a greater support group, and obtain more influence with the institutions which were a part of their lives.

Wiseman: In 1969 a grant was written to establish the disabled students program. Were you involved in this?

Williams: I was aware of it and I supported it.

Success of the Physically Disabled Students' Program

Wiseman: What were your feelings about the purpose of setting up the disabled students' program at that time?

Williams: I am not so sure that I had the confidence that it was going to be effective, but I didn't want to deny them the opportunity to try to make a go of the disabled students' program. They had a burning

Williams: need to prove that they were as capable as anyone to do the job. They were successful. Though I had some doubts, I found out that I didn't face much of a risk.

Wiseman: Do you think that those purposes have been served?

Williams: I sure think so. As I remember, it was a nice gathering place--almost like a healthy fraternity-sorority combination of people. The Rolling Quads had a base from which they could continue their search for self-reliance. Support groups met, functioned well; the concept of advocacy was nourished, and most importantly, I believe that the roots of the CIL [Center for Independent Living] were planted there.

Wiseman: As somebody who worked very closely with disabled students and who had some amount of responsibility in the University, did you, at any time, feel divided in your feelings toward responsibilities to the disabled students on one hand and the University on the other?

Williams: No, no. They were students. They were part of my portfolio of responsibilities. I would not have been responsible if I hadn't given them, and whatever the University is, my best shot.

Wiseman: In 1975, the residence program for the disabled was moved from Cowell Hospital to the Unit II dormitory complex. What was your involvement in that?

Williams: I believe I made some comment about that earlier in your interview. Whether or not I did, I want to borrow the language of a successful politician and go on record with the statement that "I misspoke." I didn't have anything to do with it so please erase anything credited to me about the move in 1975 from Cowell Hospital to Unit II.

Wiseman: Do you think the University gained anything from the experience with the disabled students?

Williams: Your question is difficult to answer because I don't know how you define the "University." From my standpoint, and if I can speak for the "University," I would say that we gained unlimited value from the students who participated in the PDSP. They provided an absolute inspiration for those of us who were privileged to work with them.

Transcriber: Stella Dao
Final Typist: Elizabeth Eshleman

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University of California
Berkeley, California

Disabled Persons' Independence Movement:
The Formative Years, 1962-1977

Betty H. Neely

RECOLLECTIONS OF THE DIRECTOR OF STUDENT ACTIVITIES AND PROGRAMS

An Interview Conducted by
Herb Wiseman
in 1984

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BETTY H. NEELY

Regional Oral History Office
Room 486 The Bancroft Library

University of California
Berkeley, California 94720

BIOGRAPHICAL INFORMATION

(Please print or write clearly)

Your full name Betty Honnold Neely

Date of birth 3/17/18 Place of birth Oklahoma City, Oklahoma

Father's full name C. Edgar Honnold

Birthplace Kansas, Illinois

Occupation Deceased

Mother's full name Marie Clark Honnold

Birthplace Denver, Colorado

Occupation Deceased

Where did you grow up ? Oklahoma City, Oklahoma

Present community Santa Rosa, California

Education Classen High School, Oklahoma City - 1933; Madeira Prep. Sch. Fairfax, Va. - 1934; Univ. of Oklahoma, Norman, OK - 1935; Smith College, Northampton, Mass. AB 1938; Univ. of Okla, Norman 1951-2 M. Educ.

Occupation(s) Secretary, Douglas Aircraft Co, Okla. City 1942-3;
Asst. to Dean of Women & Panhellenic Counselor, Ohio State Univ, Cols, Ohio 6
Asst. Dean of Students, Dean of Women / Assoc. Dean of Students, Director of
Univ. of California, Berkeley Student Activities & Programs 7-54 thru

Special interests or activities

Volunteer community activities; League of Women Voters,
Junior League of Okla City & Oakland, CA Professional Organizi
Nat'l Assoc of Deans of Women & Counselors; Calif. Assoc of Women
Son, Phillip Honnold Neely - U.C. Berkeley, BA 1966. Jstr A-
U.C. LA, MFA (TV) 1968 Counse

Preparation for University Administration

Undergraduate and Graduate Study

Wiseman: What I wanted to ask first is about your background.

Neely: You mean where I went to college--all that stuff?

Wiseman: Yes, all that stuff. [laughter]

Neely: Let's see, I first went to University of Oklahoma as a freshman, and then I transferred to Smith, and graduated from Smith. That was in '38. Then I got married in '40, divorced in '49. Went back to the University of Oklahoma to get my master's and completed that in June of '52.

Wiseman: What was your master's degree in?

Neely: They call it a Master of Educational Counseling, or a Master of Education maybe is what they called it. I did that on purpose: to work toward being a dean of women. And I was hired in the summer of '52 to go to Ohio State as assistant to the dean of women and Panhellenic counselor, because I was a sorority member my freshman year.

So I was there for two years, and then Katherine Towle [UC Berkeley Dean of Women] hired me to come out here as an assistant dean of students. She promised me I wouldn't have to work with Panhellenic; that changed after I'd been here a little bit. I was asked to take that over, too.

Wiseman: So you weren't looking for work with Panhellenic groups when you first came?

Neely: No. She said I wouldn't have to.

Wiseman: Was there anyone in particular that you were looking forward to working with? What groups were you aspiring to work with?

Neely: Oh, I just wanted a whole range of everything. And you did it in those days. We had approved boarding houses. All the housing was approved. There were lots of stringent rules for the women. Lots of women's groups, Associated Women Students and Women's Dormitory Association, Women's Judicial Committee, Women's Athletic Association, Women's honor societies, a lot of groups that were just all women. We didn't have all of this close mixed stuff that there is now. I worked with all of those groups.

Contact with Disabled Students

Wiseman: Did you have any experience of contact with disabled people while you were growing up?

Neely: No. Never did. I guess my first close kind of relationship came in the dean of women's office. We were in charge of the blind students' library, and also had loans for all students, including the blind. That's how I really kind of got introduced to the disabled.

Then I worked closely with the blind when I was working with the disabled students, with their office, and got things done for the office, ordered books and that kind of stuff. Took care of the administration of all of that for them.

Dennis Fantin--do you know him?

Wiseman: Yes.

Neely: Dennis knows all about that. But I didn't really know anything about quads. Paras I knew a little bit about. Nor cerebral palsy. I knew about people who had polio, of course, because people had that when I was growing up. We didn't have the vaccine at that time. But that's about the extent of it.

Wiseman: So previous to the original PDSP [Physically Disabled Students' Program] grant, you had had contact with disabled students--

Neely: At the University, with the Rolling Quads, when they were up in Cowell. That's when I first got really acquainted with them. Because they were a student group, and I was working with student groups. My job changed so that it was very funny. I ended up being responsible for submitting and supporting budgets for the Cal Band, Straw Hat Band, Glee Club, and sports, men's sports clubs, lightweight rowing, you name it.

Wiseman: A wide variety.

Neely: Everything.

Wiseman: How did the disabled students' program or the group of disabled students compare with the other activities that you were involved in?

Neely: Well, I don't know how to answer that. The ski club, for instance, was always there begging for money. So was the debate team. They were a more cohesive group, actually. The sports people, for instance, were friendly because of their sport. Well, of course, the disabled, I guess, drew together because of their disability. But they were really a cohesive group. At least they gave that front. Now, I know there was some divisiveness within the group. I well know that. But they were all still pretty much for the same thing--to become independent. And pushing the University to help them.

Wiseman: Disabled students had been living on campus in the Cowell program for about seven years, six or seven years, under the supervision of the student health service.

Neely: See, now that's what I don't know, how long ago--I mean I would have it in my files, but I really am not cognizant at all of how long--I don't know when Ed [Roberts] first came, because he was their first disabled student.

Wiseman: That was about 1962.

Neely: I didn't get into working with them actually until 1970. Then they became my responsibility, in the summer of 1970.

Wiseman: Did you know about the program? Were you aware that the program was on campus? Did you have contact with disabled students in any way?

Neely: Sure, I was aware of the program because the dean of students' office was a very close-knit group. But, as I remember, Arleigh [Williams] appointed Ed after they all started getting in there--they kind of dribbled in, you know, up at Cowell.

Wiseman: Arleigh Williams appointed Ed to--?

Neely: To be a part-time assistant dean of students. So that Arleigh was in touch with Ed a great deal. I would see him go in and out of the office, you know, but we didn't really have any conversations to speak of. That's why I'm so mixed up in when I really started to know a great deal about them, because they just had gotten the grant in 1970.

Wiseman: Were you involved in the writing of the grant at all?

Neely: No. The grant was a fait accompli when I was told, "This is yours. That's part of your programs." And it was handled at first in the Chancellor's office, the grant. There was an assistant to the Chancellor, and I've forgotten--

Wiseman: Ken Goode.

Neely: Was it Ken? Yes, Ken, that's right. He's the one that had it. And when I came back from my vacation in the summer of 1970, I was told I had it. So it was transferred over to me.

See, that was when my title at that point was director of student activities. We changed titles all the way through.

Wiseman: When did you change titles?

Neely: Oh, all the way.

Director of Student Activities and Programs

Responsibility for Handling Finances for Student Groups

Wiseman: You went from dean of women to director of student activities?

Neely: Yes. And I tried to get them to add "and Programs" at that time, but they wouldn't. So the next year they added Programs. And we had to change our stationary again! But with activities and programs, that's what it really was, student activities and student programs that I handled; it was really a diverse group. And I handled all the financial things of the groups. I became so involved in finances. I taught my secretary how to do the books and all of that kind of thing. And since I left, they put in an administrative assistant to handle the finances. It was by guess or by gosh that we were doing it for a while.

And at that point, too, as far as I know, the people in the office of grants didn't really seem to know much of anything about the disabled students' grant--everything was kind of esoteric and no one had a handle on it.

Wiseman: Amazing. There have been a number of books and the media have presented the public with a number of images of severe disability. I would assume that this wasn't the case fifteen years ago; there wasn't nearly as much exposure of people who were in wheelchairs.

Neely: No. But somehow or other--and I don't really know how, except I know our students were involved in it--the bill number 504* that passed in Washington--and that was when accessibility to all the institutions was required. It was a mandate, so that they had to comply if they wanted some funds from somewhere, the cities and everything, they had to comply with this mandate. And let me tell you, those students never let us forget it. They're still talking about it!

Wiseman: As director of student activities and programs, you were the University official who worked closest with PDSP, and in doing so shared some of the responsibility for the program. Did you ever feel divided in your feelings toward your responsibility to the University and toward the disabled students?

Neely: I was pretty frustrated. Many times.

Wiseman: Could you describe some of the issues?

Neely: Well, mainly it was finances. The students would need things desperately, and so it would go through me. I had to submit their budgets at the budgetary meetings. The University just wasn't about to match and support some of those things sometimes. It offended me.

And then when I would say no to the students, you know, "can't be," they would do an end run over to California Hall [the Chancellor's office] and plead their case and get it. And there I was with egg on my face. And that's not a very nice way to feel. [laughter]

Wiseman: Did this happen often?

Neely: Often enough.

Health, Education and Welfare Grant

Wiseman: This does bring up another issue. The original grant was written--the original HEW grant was written--

Neely: With the help of Henry Bruyn, Director of Student Health Service and with the nucleus of students at Cowell.

Wiseman: And it stipulated--it was a three-year grant, is that correct?

Neely: Yes.

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*Vocational Rehabilitation Act of 1973. Regulations promulgated in 1977.

Wiseman: And it mentioned that the University should pick up more of the financial responsibility. And over the years that you were there and even up to the present--

Neely: The University has done a great deal. But then they're still, I assume, getting those grants.

Wiseman: Right.

Neely: Well, the program has just grown so that it's just--it's imperative that they have this money to do these things.

Wiseman: What was the feeling among University officials as far as the lastingness of the program? Did they feel as if it would continue to develop as it has?

Neely: I can't answer that; I don't really know.

Wiseman: How about yourself? How did you feel when you were first approached with the idea of this new grant being given to disabled students?

Neely: I had an awful lot to learn and very fast.

Wiseman: You had mentioned before about the grant, you had a lot to learn, and you had to learn it fast, and you didn't know a lot about grant writing and about grants in particular.

Neely: That's right.

Wiseman: How did you learn?

Neely: Trial and error is all I can say. Well, first of all, they didn't realize, or forgot to listen when they were given some instructions that they had to go through me for things. Early on, they sent in a request for $15,000 to Washington to pay for a van. And I didn't know a thing about it. I got a call from Arleigh, who was then located over in the Chancellor's office, who said, "We're giving you a telephone call from Washington, D.C." And I said, "Oh?!" [laughter] He said, "Yes, about the grant." Or about a request. Well, the man finally got on the phone, told me who he was, and it didn't mean anything to me. And he said, "Who approved this?" And I said, "I don't know. I guess John Hessler did." Well, he threw up his hands in horror at $15,000 for a van, and I nearly dropped the telephone because I hadn't heard a thing about it.

And this man finally said, "Why don't you have your grant people do what they're supposed to be doing?" Well, I didn't know I was supposed to be going through the grant people. Anyway, he finally just hung up in disgust and approved it. There was nothing he could do.

So that's the way the first van was gotten.

Wiseman: That's a wonderful story.

Neely: Oh, I just couldn't believe it.

Work with Physically Disabled Students' Program

Wiseman: John Hessler was the first director of PDSP. Did he have a lot of effect on your learning process?

Neely: Oh sure. He was considered an assistant dean of students as director of PDSP, and he was responsible to me. So we had our staff meeting, he and I--I don't think it was weekly, as I remember, but it was every two weeks. It was hard for him to learn that he needed to have a meeting with the administration. But once he caught on to that it was pretty good! It was kind of push-pull there for a while! They were very jealous of having gotten that grant, and felt that the administration was going to take away their money, and they had written the grant; I don't blame them. They had no reason to trust anybody, with all the hospitals they'd been in and everything.

They finally figured out that I wasn't going to let that money just revert back to the University. So they began to trust me, and then they would come to me with things. It developed into a very friendly relationship with the majority of them. Some of them ripped us off, even while we were being friendly, you know, but that's true of anybody, I guess, in a group.

Wiseman: How do you think this trust was built?

Neely: Well, I don't know. I guess just because I wasn't trying to pull any fast ones. I don't know. Most of the students really trusted us in the dean's office. Even during FSM [Free Speech Movement]. We were friendly with many of those people who sat in. [laughs] And you see, this was an activist group, the PDSP.

Wiseman: Right. I asked that question because I think it might be difficult being "the agent of the University."

Neely: Yes, but you can meld some things, you know, so you can soften some blows. And then you make them see that there are things that must be acceptable if you're going to be a part of the institution. You can't just go your own way if you expect help from the institution. We set up all kinds of committees and pulled in people from various areas to meet together to get things accomplished more easily. It was really a very interesting experience.

Wiseman: Was the vision of what was happening with the disabled students program and with disabled people in particular a shared vision? You mentioned earlier that you felt that the disabled students at least showed a very cohesive front.

Neely: It wasn't always. I went to one meeting between students with their attendants and some of the people in charge of PDSP. So, I mean, I could see that there were differences within the group. They were mainly differences of opinion--exploding against John Hessler mostly (then seen as THE Administration) and others in the PDSP office about rules at Cowell, about the Department of Rehabilitation, etc. Frustration that nothing was being done to accomplish what they wanted, when, in actuality, many were working in every way to put the pieces together to go forward. I really got perfectly furious although it wasn't directed at me at all. I guess I really got kind of protective, because I knew how much this meant to all of them. And I felt that people over in California Hall really didn't know their problems either. This heated discussion pointed out the vital need for open and continuing communication.

Wiseman: Can you give some thought on your role with the disabled students' program? Were you a mover in the program, or do you think that the main impetus came from the disabled students themselves?

Neely: Well, that's very difficult to say. The impetus originally, of course, came from them. But they had to open my eyes so I could see what they were talking about, and then I think I helped in some ways in carrying out a lot of the things that they were looking for and suggesting ways that we might go about getting those things done. So I wouldn't take any real responsibility for being a mover, but it's just a student personnel point of view of how you operate. You don't get out there and just do it; students need to do it.

Wiseman: How about your contacts with other students in the program?

Neely: Well, let's see, when they were the Rolling Quads and they were still up in the hospital, they would come down and meet with me. We had some funds which were grants, loans. I still had some dean of women's funds, although that title had been abolished. And then I think, too, that we requested some funds in the budgetary process from the University, which I was responsible for. And they had to apply to get this money. We had a form for them. So that was one way of getting to know them, too. And some people were ripping us off or trying to, and you could always deny or accept or approve. So we worked pretty well together, PDSP and I, as far as the funds situation, because they would go eventually to PDSP and complain, or else PDSP would call and say, "Don't approve it, we're being ripped off."

Neely: But I did get to meet a lot of them; because they were coming in to ask for assistance of some kind, that broadened my relationships with the group. And then I had some friends here in the community, one is a doctor who has been disabled for some time and he's in a wheelchair, and he does woodworking. They needed lap desks at Cowell. So I just mentioned it to the wife of this doctor, and she told him about it, and he made three or four or five and just gave them to me to give to the people at Cowell. So, you know, that kind of thing was certainly a great thing to have happen. I didn't have anything to do with that except just mentioning it. So when things like that happen, they kind of think a little differently of you.

And then they formed a kind of club called the Rolling Quads. That was before they had the PDSP title.

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Wiseman: So the Rolling Quads were--

Neely: That was the start of PDSP. Then I can't remember how they got over there on Durant. I guess they got rent in that first grant, and they found that place over there. And they hired people. They did all of this stuff. It was set in place when I got it.

Wiseman: Who was the president of the Rolling Quads?

Neely: I can see him so well, and I can't tell you his name.

Wiseman: Was it Jack Rowan?

Neely: Yes.

Wiseman: I wasn't sure.

Neely: Yes, at one time he was; now, whether that was right at the beginning--he's the one I remember particularly. His main concerns involved the disabled students at Cowell. Our discussions were amiable and productive. He told me of the need for lap boards.

Wiseman: And at the time that the HEW grant was written, Ed Roberts had already left the Cowell program.

Neely: Yes. He had graduated, as I remember, but he was instrumental in the initiation and writing of the grant proposal. See, I really got to know John [Hessler] much better than I did Ed. But then eventually I got to know Ed pretty well, too.

Wiseman: Do you know of any other disabled students involved in the grant writing besides John?

Neely: I think probably Don Lorence was. Dennis [Fantin] maybe. I don't know that Bob Metz was involved in that. He may have come in a little later; I really don't know.

One of the things, in all the time that they had disagreements among themselves, both sides, both factions would come in to see me to give me their side of the story and to try to get the thing straightened out. Sometimes we'd set up a committee to handle it then, or something. But we had two or three instances of that, I remember. There was no doubt that my name was known over there. [laughs]

Moving the Disabled Students to Residence Halls

Wiseman: Another thing I would like to get to is the transferring the residence program from--

Neely: I was afraid you were going to ask that. From Cowell over to the residence hall. All that was a struggle. Oh, it was just awful. So many things were happening at Cowell that just weren't the essence of the program. They were restrictive at Cowell. So with that happening, as I remember, people started really pushing to get into the residence halls.

Wiseman: Let me clarify this. The disabled students found the atmosphere in Cowell was too restrictive?

Neely: Well, there were all kinds of rules being made up. I can't remember, but it seems like there were barriers being put in their way that weren't really necessary. Now, maybe they were from a hospital administration point-of-view, but it just didn't quite seem that way.

Henry Bruyn had gone by that time, as I remember. Jim Brown was there. And I really have reams of paper in the office file about it. I don't really remember how it finally was accomplished. But it was really, I guess, that Arleigh probably pushed to set it in motion before his retirement in June, 1976, and mine in September.

PDSP worked, too, with housing. Housing used to be part of the Dean of Students' office, so we had a very close relationship with them. Peggy Dewell was the one who was very involved in that. She was in charge of the halls and assignments at that point. We

Neely: really didn't have anything to do with that except to make suggestions about how they could get in, that they had to have attendants, and things like that. And I'm sure that it has changed a great deal. I've been gone now for quite some time.

Oh, we worried over whether they'd all be in one hall or whether they could all be just like regular students in every hall. Everyone wrings their hands when they first start to work with disabled students because they don't really quite know what to do with them. You don't "do" anything "with" them. It's important to get past the physical limitations, to be receptive to their ideas and desires, both giving and taking, working toward the same goals--independence and growth. It takes time to become friends. Then you realize they're just people.

So I don't really remember all of that. I just know it was quite a hassle. Lots of discussion.

Wiseman: And what were the major problem areas?

Neely: That's what I can't remember. I think it was whether they would all be in a little group or whether they would be on separate floors or how would they handle it if they had an emergency, how would we have night attendants and how would they get in and out of the building. Just the little nitty-gritty things that can really foul something up if they aren't worked out.

So they were trying to see if they could take care of all contingencies, and that's pretty difficult to do. But I think what they were trying to do, as I remember, at one time was to try to concentrate them in maybe two halls in the same area. As I say, I wasn't really in on all of that. I just would hear a lot of talk going on.

Wiseman: I have seen that near the time when the program was switched from Cowell to the residence halls, it looks as if toward the end, or toward the time that that was being changed, John Hessler had talked about perhaps keeping it in Cowell for one more year, and there seems to have been some disagreement.

Neely: Oh, I'm sure there was. There was that meeting I referred to earlier--with students and attendants against John Hessler. There was a discussion, as I remember, about the date that this thing could take place, that the transfer could take place. And then I think it just got so bad up there that I think they just said, "We're going to move."

Wiseman: The disabled students said, "We're going to move" or the student health service said--?

Neely: No, I don't think the student health service said they had to go; I think they probably made some stipulations that if they stayed, these were the things that were going to take place. There came that chip back on the shoulder.

So there was a discussion, now that you bring that up, of whether it could be managed at the date when people wanted it to be. But I've managed to block all of that out. [laughs] The nice thing about retirement!

Then there was an interview process to find someone to head up the residence program, and that's when Susan [O'Hara] was hired. The students thought that was done kind of high-handedly; so at their request, I saw Don Lorence and Dennis Fantin, and then I saw John Hessler. Finally we all agreed that Susan was it.

Wiseman: Why did the students feel the selection of Susan O'Hara was done in a high-handed way?

Neely: Well, that's my interpretation of it. I don't know. They interviewed--John interviewed. I don't know really. I don't really remember what their problem was, whether it was that they wanted someone else--they didn't know Susan--and maybe John had already made up his mind that Susan was going to be it. I really don't know, but there were complaints on both sides about it. But I made the final decision; I mean, I put the stamp of approval on the decision.

See, that's one of those areas that when they disagreed among themselves, they came to me.

Wiseman: The residence program has been funded by the Department of Rehabilitation.

Neely: Is it entirely?

Wiseman: Except for incidental costs.

Neely: That's good. Yes, that's right, I was working with John Velton on that. See, it takes me something to go back and remember these things. He and I hit it off real well; I mean, we understood each other. Students sometimes didn't understand John Velton. However, they're all very good friends with him now. At least they were at that reunion that they had.

But the greatest pleasure that I think most everybody probably got was when all of the Department of Rehab was responsible to Ed Roberts. That was really a kick. [laughter]

Wiseman: It comes full circle.

Neely: Yes. And Ed did a lot for the disabled while he was up there.

Success of Disabled Students' Program

Wiseman: Looking back at working with the disabled students, do you think that your viewpoints have changed on disability?

Neely: I don't know how to answer that one. I didn't really know anything much about disability before I got involved with them. John Hessler really taught me a great deal. And Ed Roberts has, too. I was with Ed someplace, you know, and he said, "I need a drink of water, Betty," and I said "Okay." So he told me how to do it. He said, "We'll teach you lots of things." [laughter]

Wiseman: Great.

Neely: That was one of the best programs I've worked with. I thoroughly enjoyed it. It was great to get to know them and work with them, help them get some things they needed and wanted. And I think they've done a great deal for the disabled all over the United States. They helped get this thing really going, and it has really just increased so that people are doing things all over.

Wiseman: The program here at Berkeley is often cited as being an exemplary program for other universities.

Neely: That's right.

Wiseman: Were you aware, and were the disabled people aware, of how important what you were doing was to other disabled people in universities around the country?

Neely: I know the disabled people were aware of it because they were in communication with people all over. I just felt that these things needed doing. I was constantly amazed at the idea of Hale Zukas going down to City Hall and getting all of the "curb cuts" in downtown Berkeley. And he graduated with a four-point in math from the University and uses a pointer. I find that just incredible. I have liked reading about this Elizabeth Bouvia because I can't compare her, you know, with Hale, with what Hale has done with his cerebral palsy, and here she is trying to get people to help her die. I find it fascinating. When you know what people can do if they want to. I don't know. I just have all kinds of admiration for a lot of people. And I like to hear people say that Berkeley's got a good program.

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APPENDIX

California Monthly

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Disabled students at Berkeley

ON THE MOVE

Also:
Henry May's Enlightenment

Stalking Sahl

The off-campus Daily Cal

Malvina Reynolds, the singing exorcist

The Big Game, and other light seasoning

PHOTO OF JUDY HEUMANN BY CHARLES GATEWOOD

The war of independence

By TIMOTHY J. PFAFF

I SOMETIMES look at the wheelchair into which I am about to slam my ass, and I ask myself what the wheelchair is doing there, parked there. Waiting for whom?" Waiting for Richard Brickner, who, after a fight with his girlfriend, stormed out onto the road in a friend's sports car, broke his neck as the car crashed off the road, and was carted off "like a piece of crumbled pound cake."

Brickner describes the incident and his life as a quadriplegic in his book, *My Second Twenty Years*, a fine example of the new and arresting candor of disabled people today. There is now not only a willingness but a determination to speak about the realities of physical disability. Listen to a man in a wheelchair in Wallace Stegner's recent novel, *Angle of Repose*: "Above, I am rigid as a monument; below, smooth fluidity. I move like a piano on a dolly."

The disabled are addressing a world, the world of the able-bodied, that has been slow to give up its simple equation of disability and inability — but quick to stare: "She watched me with something like horror," says Stegner's character. "I could feel her eyes on my back, and hear her breathing, and whenever I wheeled around in my chair and caught her eyes, they skittered away in desperate search for something they might have been looking at."

Even without such external oppression there is cause enough for bitterness. The irreversibility of a physical disability, its relentless dailiness, is an inescapably harsh reality ("an unexpected life," Brickner calls it). But bitterness indulged is one thing, bitterness transformed is quite another. Disabled people, individually and as a group, have found an energy in adversity and with that energy they have engineered a range of possibilities for independent living that has never existed before.

A rather recently self-identified minority, physically disabled people — and in particular the severely disabled — have worked for acceptance and for basic human rights in the same ways other minorities have had to. But like no other minority, their struggle has been for the most basic of rights: the right to appear in public at all.

There was a time, safely within our memories, when people with physical disabilities were hidden in institutions. Because of the high costs of physical support systems and the guilt and shame of many families who cared for the disabled at home, disabled people were confined to the lives of "invalids" and "shut-ins."

In the relatively short time since then, disabled people have become not only visible but active members of society, many performing jobs which would have been

DENNIS GALLOWAY

Brian Kelly, quadriplegic from a diving accident, is able to move only his head, neck, and, to an extent, his right hand. With various mouthsticks, he drives a wheelchair, types, turns pages — and maintains a 4-point grade average.

unheard of previously, almost all of them active in becoming what Brickner calls "full-time persons." This move into society has at its roots the initiative and stamina of the people involved, assisted along their way with some critical steps forward in technology.

With the development of antibiotics in the war years of the '40s, it became possible for the first time for people with serious spinal cord injuries to survive. Then, in the mid-'60s, the first motorized wheelchairs were developed, marking the beginning of a major revolution in the lives of all kinds of people, those with birth defects and diseases as well as the victims of traumatic injuries. Independently powered wheelchairs meant something totally new: freedom from institutions and family control.

No one who lives in Berkeley can fail to have seen the significance of the motorized wheelchair in the coming of age of disabled people.

Berkeley now hosts one of the largest communities of disabled people in the world, principally because the major advances toward the goal of independent living have happened on this campus.

THE story of disabled students at the University is a remarkable one. It began in 1962, when Ed Roberts, Cal's first severely disabled student, moved into Cowell Hospital and used that as his base of physical support during his first academic year. Things have escalated rapidly since then. Last year 402 people with physical disabilities were enrolled at the Univeristy, 150 of whom used electrically powered wheelchairs. After a rather tentative beginning, students with disabilities have become an accepted and expected part of campus life.

John Hessler '66, M.A. '70, was, the next severely disabled student to live at Cowell. He was, he says, typical of the early group of students who lived at Cal's Cowell "experiment." "It took some aggressive action to get in, and as a result, most of us who lived there were pretty tough," he explained. "That turned out to be important for the organization we built."

Hessler broke his neck in a diving accident in 1957. The accident left him a traumatic quadreplegic — paralyzed in all four limbs, from the point of the break down. After that he lived in the county hospital in Martinez for six years. "While I was there," he says, "I began to discover that there are politics in any system. I started with getting my breakfast changed. Everyone there got boiled eggs, which I didn't like. After a lot of effort, I got fried eggs every morning. I felt like King Rat. It was a small but good beginning.

"Then I worked politically for a year and a half, using what clout I had, to get the bathrooms made accessible. I learned that you could work through the system. You just keep pushing. You never let up. But always be diplomatic: gently cajoling, consistently forcing the issue. I learned a great deal in the county hospital."

When he started applying to colleges, in 1963, things did not go as well. "I was accepted at several schools, sometimes with scholarships, but every time they found out I was disabled, they freaked. It was very disheartening."

He found out about Cal from his physical therapist, met Roberts at Cowell, and discovered that college was as real a possibility as he had hoped. He joined Roberts there in the fall of 1963.

"I don't think you can ever discount luck," he comments. "To be at the right place at the right time is not always

something that you can arrange. Later, as I helped to build the program for disabled students at Cal, I didn't want it to be luck any longer."

Because of Hessler, and the small group of students like him who gathered at Cowell, it isn't a matter of luck any longer. That early group was using Cowell as a basic support service, but they also were determining the particulars of their own care, an unprecedented move in hospitals at the time. As the group became more close-knit, they began to organize to provide the most effective services for themselves.

THE ABLE-BODIED HAVE BEEN SLOW TO GIVE UP THEIR SIMPLE EQUATION OF DISABILITY AND INABILITY—BUT QUICK TO STARE.

In 1969 they formed their first formal student organization, the Rolling Quads, with Donald Lorence as president. Their focus was the drive toward independent living, that is, living outside Cowell. "We were getting tired of feeling isolated from other students," Lorence explains. "Besides that, we didn't want the stigma that comes from being in a hospital. We didn't want to be seen as sick."

Although the Rolling Quads did not attain their goal of independent living, they did manage an important step along the way. In 1970 they wrote an appeal to the City of Berkeley, proposing that curbs throughout the city be ramped for easy wheelchair access. Eight of them took the proposal in person to a meeting of the City Council, where they obtained a commitment of $50,000 per year for the city to build the ramps. (Eight wheelchairs in one room, Lorence points out, is a dramatic statement in itself.) As a result, Berkeley has become one of the most accessible cities in the nation for disabled people.

The major breakthrough in the push for independent living came in the academic year 1969-70. The group discovered that the Department of Health, Education, and Welfare was entitled to provide federal funds for support programs for physically disabled students. Incredibly, there were no such programs then.

The reaction to that news was furious corporate brainstorming, several quick trips to Washington, a crash course in grant writing, and, in the end, the draft of a proposal that was submitted to HEW. The proposal was approved and funded by July 1970 for $81,000, with a supplemental $2,000 from the University.

By the fall of 1970, the Physically Disabled Students' Program (PDSP) was created, its office was rented and ramped, and its staff hired and trained; Hessler, who had coordinated the funding effort, was named director. PDSP began providing support services immediately, serving about 100 physically disabled students that year. Since then, the University's reputation for being attuned to the needs of disabled students has spread, and the enrollment of disabled students has grown rapidly.

The program now provides all of the services necessary to permit off-campus living by the disabled students who want it. The full spectrum of services includes wheelchair repair, local transportation,

welfare advocacy, a current file of available attendants, personal and academic counseling, and assistance with all academic procedures. (The program offers similar services for blind students, including a study center at Moffitt Library, access to recorded materials, and lists of available readers.)

The program is the largest and most complete of its kind anywhere in the world, and the services are continually expanded and updated as need dictates and funding allows (being disabled costs a phenomenal amount of money). Perhaps the most important recent addition to the services is the staff position of job placement specialist.

Several other campus organizations have sprung up, not really as alternatives, but to augment the services at PDSP. The most influential of these is the Disabled Students Union (DSU), established as a part of ASUC in 1973.

DSU was created to give students a forum for direct access to University policy-making bodies. Its first director, Michael Pachovas '76, insists that it gives students a stronger voice by obviating the bureaucratic grievance policies that govern most University offices, PDSP among them. "It gets us back to the concept that started PDSP, that every disabled individual can handle his own affairs better than anyone else can handle them for him," Pachovas claims.

It was a result of their combined efforts that the residence program for disabled students was finally moved out of Cowell. That move had been a part of PDSP's master plan from the beginning. But it was DSU that recognized first that all of the necessary support services had been assembled and then pushed successfully to move the program to the dorms.

THE new residence program, now beginning its second year in three of the dorms of Unit II (at College and Haste), represents the efforts of a decade. It is, as was hoped, significantly different from the same program at Cowell. It affords its students the opportunity of living in the same facilities as non-disabled students — access, in effect, to that once-in-a-lifetime experience of undergraduate social life.

The program is tailored to the needs of incoming students who require something of a ready-made situation in order to move to Berkeley and begin school. The program provides these students with the attendants they need when they arrive, after which it is each student's responsibility to hire and manage his own (with help from the services of PDSP).

But perhaps the most innovative aspect of the new program in the dorms is that it is not simply a residence facility, as Cowell had been. Susan O'Hara, the program's coordinator, explains: "In addition to providing a tangible kind of security to students who are getting accustomed to life in Berkeley, the program gives them the chance to develop the skills that are necessary to live independently when the school year is over."

The new program is staffed with a group of rehab assistants, all of whom have experience working with disabled students, and who are trained at the beginning of the year to the particular needs of the incoming students. There is a rehab assistant on duty around the clock, on call to the students for a wide variety of needs. They provide a backup for attendants, so that if an attendant is not able to work or simply does not show, the student is not left helpless.

More important, the rehab assistants help students devise the skills, equipments, and procedures that will allow

for independent living at the end of the year. At that time they are on hand to help with the actual moving, which is a complicated process in Berkeley. The main security that the rehab assistants provide is their constant availability to deal with unforeseen and emergency situations — for the disabled student, this can mean something as basic as dropping a pencil.

"What I particularly like about the new program," continues Ms. O'Hara, "is that it allows students to learn how to take control over their own lives at a pace that is right for them individually. The process is different for everyone."

Because the new program offers such complete services, particularly with the rehab assistants, it has allowed for the admission of students with more severe disabilities than Cowell could accomodate. Brian Kelly, one of last year's residents, found that the program allowed him more independence than he had ever imagined would be possible for him.

Kelly is a quadriplegic, the result of a diving accident. He has extremely limited movement of his right hand and full range of motion in only his neck and head. He drives his wheelchair, types, turns pages, and operates his speaker phone with an assortment of mouthsticks. He also manages a 4.0 grade point average.

Having attempted college elsewhere with limited success, he is more certain than most about the benefits of a program like Cal's. "Many schools don't want disabled students who aren't totally independent. But you see, I am dependent," he explains. "I checked out a school in Illinois and they said, 'We take severely disabled students,' but after they got a look at me, they told me to take correspondence courses and make up my French requirements! Their attitude was definitely, 'Don't call us, we'll call you.'

"Then I called the program out here and asked them what they meant by severely disabled. The woman who answered the phone said, 'You're a quad? Sure we can handle you.' I thought, 'You're my kind of people!' So here I am." And, by the end of last spring, Kelly and nine other students moved into their own apartments. They are all living independently, successfully, some of them for the first time in their lives.

THE DISABLED HERE HAVE FREED THEMSELVES FROM ONE OF THE MOST INSIDIOUS ASPECTS OF THEIR OPPRESSION—THE BURDEN OF BEING SPECIAL.

Although Brian and other disabled people in Berkeley face the same "unexpected life" as their counterparts elsewhere, the dominant feeling of the group here is positive. By the sheer force of their numbers and their active participation in the life of the community at large, the disabled population here has freed itself from one of the most insidious aspects of its oppression from the outside — the burden of being special.

As Brian Kelly says, and his thoughts are shared by others, "The nice thing about Berkeley is that you feel at home here." □

'I may be the state director, but I'm still a crip'

EDWARD V. ROBERTS made history last year when he became director of California's Department of Rehabilitation: it was the first time a disabled person had been put in charge of the state's programs for the disabled.

"In the past, many of the people who directed programs for the severely disabled had no real understanding of the problems and needs of these people," says Roberts, a quadriplegic. "I started with an advantage because of my personal experience — I may be the state director, but I'm still a crip."

He has been paralyzed since 1953 when he was 14 and the entire Verne Roberts family of Burlingame was stricken by polio. His parents and three brothers recovered with no paralysis, but Ed lost the use of all four limbs. He spent four years in a hospital, then began his "new" life in an iron lung and wheelchair.

He finished high school with the help of tutors, but when it came time to think about college, counselors in the very department he now heads tried to discourage him. "The rehab people classified me as an 'infeasible,' meaning that even with an education I was too disabled to ever work," he recalls. "One counselor told me I'd never be able to use the kind of electric wheelchair that I now use every day."

Nevertheless, Ed entered Cal in 1962, the first participant in Cowell Hospital's pioneering experiment in independent living for disabled students. He went on to earn his B.A. in political science in 1964 and his master's degree in 1966; he has only to complete his thesis to receive a Ph.D. Although he was confined to an iron lung for 18 hours a day, he instructed undergraduates as a teaching assistant in addition to attending his own courses while he was a graduate student. (Meanwhile, his younger brother Ronald completed his B.A. here in 1968, and his mother, Mrs. Zona Roberts, a widow, returned to finish her own degree in English, which she received in 1970. She now works as a counselor in the Physically Disabled Students Program here.)

In 1972 Ed founded the Center for Independent Living, on Telegraph Avenue. It began with a staff of six and now has 80 employees, many of whom are disabled. The center currently serves some 1,000 disabled persons with a variety of programs, including housing and transportation assistance, crisis counseling, attendant and reader referrals, wheelchair repair, mobility training for the blind, a computer training project, and an education program for rehabilitation professionals.

"Very often in the past people like myself had been overlooked by the entire rehabilitation system because we're very difficult to rehabilitate," says Roberts. "We found that the only thing to do was rehabilitate each other, and that's how the center got started." And that's how Ed became a leader in innovative rehabilitation.

It was the Center for Independent Living that brought him to Governor Brown's attention. Ed had called on the state Department of Rehabilitation to shift its emphasis from aid to the partially and mildly disabled to aid for those with severe disabilities. When Brown tapped Roberts for the state directorship one year ago, Ed found himself able to implement his own recommendations.

"When I first came to Sacramento, there was a lot of fear about the changes I'd be making," he recalls. "But it was soon dispelled. I'm very proud of how quickly we've moved in the department, using the experiences of disabled people to help build new foundations for our programs."

He estimates that nearly 10 percent of California's 20 million residents are disabled, and that anywhere from 200,000 to 300,000 suffer from such disabilities as quadriplegia, blindness, deafness, cerebral palsy, and mental illness. The severely disabled are the top priority of his department, which has a budget of $90 million, a staff of 2,200, and 135 offices throughout the state.

The major accomplishment of Ed's first year in the job was putting an end to the old departmental practice of "creaming," whereby people with the mildest disabilities were aided first, with the result being a high rate of closed cases. "We're not in a numbers game," he says. "We're not out to close as many cases as we can; we want to provide continuing help and lasting services to people who need them."

Ed, who recently married his former physical therapist, still spends 12 to 14 hours a day in an iron lung and keeps a portable respirator in his office. A political appointee (who happens to belong to the Peace and Freedom Party), Ed, now 37, serves at the pleasure of the governor. But he knows what he wants to accomplish, no matter how long he's in the job.

"We want to directly involve disabled people on an equal basis in deciding what their own lives are going to be like," he says. "We want to make a marked impact on the lives of severely disabled people in this state. And we want to make it so that crips don't have to fight so damn hard for simple survival."

—Paul Desruisseaux

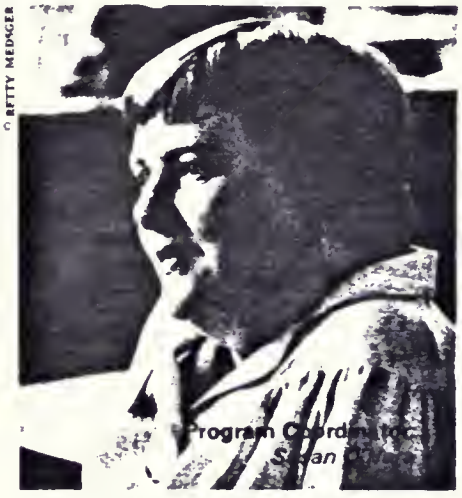
Twenty years ago, before finding a place to live became the hardest thing about getting into Berkeley, Ed Roberts '64 was confronted with that very obstacle to becoming a student at the University. Bright and highly motivated, Roberts had, however, had polio as a child and consequently could not walk, had little use of his hands, and spent as much as 14 hours a day in an iron lung. University officials, some of them plainly horrified, said the dorms were out of the question, not only because the rooms were too small to accomodate an iron lung but also because the residence staff was unprepared for possible medical crises.

Fortunately, Dr. Henry Bruyn, then-director of Student Health Services at Cowell Hospital, was willing to be more enterprising. Bruyn agreed to move Roberts into a converted wing at Cowell and provided him with on-call assistance. In the end what he provided was the hardware of an opportunity, one which subsequently allowed Roberts to go on to graduate from Cal, found a pioneering social agency, get married, have a child, and become director of California's Department of Rehabilitation.

Last April, Roberts joined some 250 other alumni and students and their families, friends, and attendants in celebrating the 20th anniversary of the program that continues to make it possible for severely disabled students to attend Berkeley. "When Henry Bruyn opened the doors of the University," Roberts told the festive crowd, "little did he know how important they would be to the hundreds of disabled students to come. The residence program that began with one person developed into a world-wide community dedicated to the concept of independent living. And it all began with getting people not to be afraid we'd die on them."

In its 20 years, the Physically Disabled Students' Residence Program has helped more than 130 severely disabled students attend Cal. A revolutionary experiment at first, it has gone on to become a vital program in which disabled students, many of whom previously have never lived away from home or a nursing home, learn the basic skills of independent living as well as the subject matter for their degrees. Alumni of the program have gone on to found Berkeley's Physically Disabled Students Program (PDSP) and the Center for Independent Living (CIL), campus- and community-based assistance agencies.

"The Residence Program opened up life again for me after my accident," said Herb Willsmore '73, co-chairman of the celebration. After breaking his neck in a car accident in 1969, Willsmore, then 19 and paralyzed from the chest down, wondered if he had a future at all. "I knew I wasn't going to make a living with my hands or back, and I was haunted by the thought of being in a convalescent hospital the rest of my life. Since I didn't know how to survive on my own, the Residence Program was really my only other option." Now a successful real estate broker in Santa Rosa with a house of his own and a specially-adapted van he drives, Willsmore reflected, "Going to Cal, living with and learning from other disabled students, and working to change how state and local governments deal with disability—it all really changed my life."



Willsmore added that the April celebration was meant to be more than a reunion. "We wanted to show our appreciation to the people who had made it possible for us to be here in the first place." Willsmore, with his gentle features and graying hair, then looked around the crowded room and smiled. "And we wanted to let new students know that others have made it through and are doing quite well."

Besides being festive, the mood of the reunion was, in the most wholesome way, self-congratulatory. "Years ago, people like us were thought to be too disabled to do anything but live in a rest

"Declarations of Independence," California Monthly
October 1982

home," Roberts remarked to a room that included lawyers, accountants, librarians, and computer programmers and analysts seated in wheelchairs. The first disabled person in the nation to head a state agency, Roberts added that the only other gathering that had stirred the same emotions in him was a meeting of 150 directors of independent living centers around the country in Kansas City last year. "That movement truly began here in Berkeley," he said with obvious pride.

Awards of recognition were given to rehabilitation counselors who had encouraged patients in rest homes to become students at Cal, government officials who had cut through red tape, and attendants who had provided arms and legs for those paralyzed. Outstanding alumni were recognized, and a special thanks went out to Ron Hawkins, the owner of Berkeley Medical Supply and a generous sponsor of the event.

Declaratio

The campus catering service had taken special care to arrange tables so that there were wide aisles, a subtle indication of changes in public consciousness over the past 20 years that did not go unnoticed or unappreciated. In 1962, reunion planners would have been hard-pressed to find a wheelchair-accessible building on campus large enough to accomodate the party.

But perhaps the most striking thing about the gathering, which included some 80 people in wheelchairs, was the sheer ordinariness of it all. People who hadn't seen each other in years compared notes on jobs, marriages, and children, and passage of time was noted in terms of graying temples and widening waists.

There were toasts, emotional speeches, and even a few tears. In accepting an award as an outstanding alumnus, Ed Roberts asked his mother, Zona, to join him on stage. "Family is so important," he said. "It's a big boost if they have a positive attitude and think

ns of Independence

you can make it. My mom kicked me in the rear for years to get me out on my own." Zona, a counselor at PDSP, acknowledged with a laugh that when Ed went off to Cal, "My life became my own!"

Susan O'Hara, an alumna of the Residence Program and now its coordinator, was awarded a special citation from the state Department of Rehabilitation, which she accepted on behalf of the entire program staff. "Maybe it runs in the polio blood," she said with a laugh, "but I'd like to thank my parents, who are here from Illinois." As her parents, proud tears running down their cheeks, stood to acknowledge applause, their daughter spoke of the importance of family support—and of that traumatic moment when support means letting go. "I've witnessed it over and over again," she said, "the moving moment when parents leave their child for the first time in 20 or 30 years. It's very, very hard for them all."

The others shared memories of events spanning two decades. "When I came to Berkeley," said Mary Ann Hiserman '74, M. Arch '80, "I was a scared little country girl from Salinas." Partially paralyzed as a result of childhood bouts with rheumatoid arthritis and polio, Hiserman lived at home until she was 25. After arriving at Berkeley, she recalled, "It took me two weeks to summon the courage to leave my room in Cowell and look at the campus." Among the Berkeley charms she discovered when she did get out was the old Blum's ice cream parlor on Telegraph. When she met another disabled person who arrived there in a golf cart, "Blum's became a ritual."

After finishing graduate school in architecture, she got a job with campus Facilities Management. "Unfortunately," she remembered, "it was five months before I could get to work. The building was not accessible, so I could not get in." Once in, she was put to work on projects for remodeling campus buildings like Zellerbach Hall, the Art Museum, and Alumni House for wheelchair accessibility. Currently a drafting technician, she since had worked on other campus projects, such as the installation of the Golden Bear statue in lower Sproul Plaza.

Considering the impact of the Residence Program on her life, Hiserman concluded, "I grew from a child to an adult almost overnight. Independence is so important in my life now." She added with a laugh, "Before the Residence Program I thought I would live and die in Salinas."

For John Hessler '66, the second student to enter the Residence Program, thoughts of the early days centered around his involvement in advocacy

groups to give disabled people greater say in the decisions that affect their lives. "In the early days at Cowell," he recalled, "we were just surviving, individually. But as our numbers grew, so did our desire to be self-reliant and have more influence with the institutions that were part of our lives. So we got together and formed a group called 'The Rolling Quads,' after the Rolling Stones.

"We wanted to establish a support system outside the hospital," he said, taking a long drink from the mug of beer nestled between his wrists, "so disabled students would have access to wheelchair repair, attendant referrals, and other kinds of support." So in 1970 he and other disabled students drafted a grant proposal to HEW for just such a program. That autumn, PDSP, the first program anywhere of, by, and for the disabled, was founded, with Hessler as its director. By 1972, Roberts had become director of CIL, PDSP's community-based counterpart.

As the ideas of self-reliance and independent living grew, the Residence Program followed suit. In 1975, under the auspices of PDSP, the program left Cowell Hospital for the "homier" University dorms in Unit II, where the program now occupies 10 wheelchair-accessible rooms. O'Hara explains that the program now allows disabled students the security to experiment with independent living in a safe environment outside the hospital. In addition to the students' own attendants, the program has a staff member on duty around the clock to help with special and a few routine needs.

"The essence of independent living," she said, "is being able to control what happens in your own life. Of course no one has complete control over his or her life, so we're not talking about absolutes, but rather about the ability to direct one's own life and cope with extra physical needs." Students currently are encouraged to move out on their own after the first year in the dorms.

John Christianson '82, who has lived in his southside apartment for the past two years, said, "The Residence Program taught me to take charge of my own life. When I came to Cal, I really wanted to focus on the academics, but I had to learn to manage my own life first."

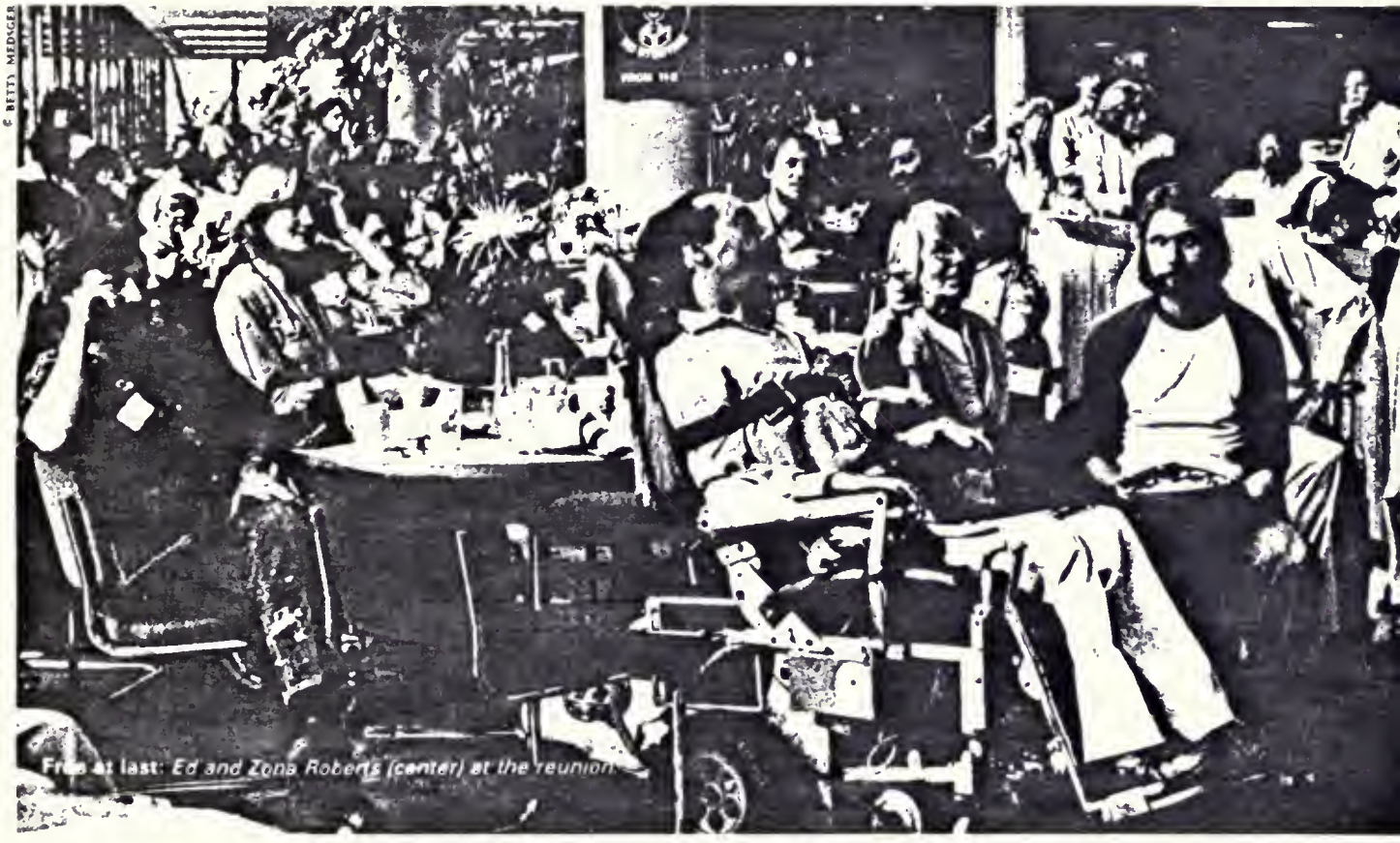
Born with cerebral palsy, Christianson had lived at home until he entered the program five years ago. "I was scared to move out at first," he recalled, "but I knew I had to do it." There were many adjustments, from learning how to maneuver the Berkeley terrain in his motorized wheelchair to learning how to deal with people who could not understand what he was saying.

But the most difficult adjustment, he said, was learning how to hire and manage attendants. "At first I couldn't understand why I had to pay for things I had always relied on my parents for. Then I had to learn not to be shy about my needs—and to replace attendants if they could not provide for those needs. For the first time in my life, I was an employer." Now more secure in his independence, Christianson is forming new goals: a job in television programming and a move outside the Bay Area, perhaps to New York.

Others, too, were looking to the future. "As I look out at the people here," Roberts said, "I feel proud of what we've done. But there is more to struggle for. We're now facing major cutbacks in funds for services and programs." Despite sobering cuts in CIL's current budget, O'Hara was resolutely optimistic about the Residence Program. "We will continue to fight for the program," she said, "and hope that a new administration will recognize its value."

There was no doubt of its value for another recent graduate, Eddie Kliss '82. Dancing around in his electric wheelchair and taking the hands of others on the dance floor, he was the picture of joyful abandon. About to graduate and be married, Kliss gave his evaluation of the Residence Program in one succinct sentence: "Thank you for my independence—and my life!"

—Rebecca Simon '76



From at last: Ed and Zona Roberts (center) at the reunion

- [from article in California Monthly, October 1982]

Physically Disabled Students' Residence Program (1962–1987)

University of California, Berkeley

Please Join the Celebration of the 25th Anniversary
of the
Physically Disabled Students' Residence Program

University of California, Berkeley

Saturday, April 25, 1987
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THE PHYSICALLY DISABLED STUDENTS' RESIDENCE PROGRAM
University of California, Berkeley
1962 - 1987

The Residence Program was not "founded." Nor did it spring full-blown from the head of Zeus or the god of accessibility.

Twenty-five years ago, Ed Roberts wanted to live on campus. Like most Cal students, he was bright and ambitious, but in one respect he was not a "stock model." He had had polio when he was 14 and now used a wheelchair by day and a respirator (an "iron lung") by night. Meetings among Dean of Students Arleigh Williams, Director of Student Health Services Dr. Henry Bruyn, Ed's mother Zona Roberts, and Ed himself led to his having a room -- not in the residence halls but in Cowell Hospital on campus.

What is now an accepted process of admission for severely disabled students was not always so. One university official was quoted as saying that Roberts' admission was to be looked on as experimental, and only one such individual would be accepted "at this time." Reporters interviewed him, and one newspaper put out an amazed headline, "Helpless Cripple Attends UC."

Well...

Newspaper accounts of Roberts at Cal caught the attention of a physical therapist at Contra Costa County Hospital. She showed them to a 22-year old patient who had been in the hospital for the six years since he'd broken his neck in a diving accident. John Hessler expected to live out his life in the hospital, but he grabbed this opportunity, applied to Cal for academic admission, and became the second student to move into Cowell, in 1963.

A dozen students lived in the third-floor wing of Cowell by the end of the 1960's. They figured out how to find and hire people to do personal care (and called them "attendants), found an unused law which entitled disabled people to money to pay for personal care (now called In-Home Support Services or IHSS), and bought motorized wheelchairs. Registered nurses Eleanor Smith and later Edna Brean served as liaison, assistant, and resource for the students. Part-time orderlies helped with meals and back-up personal care.

By 1969, the first adventurous few students had taken the revolutionary step of moving from the hospital to apartments on the south side of campus. This was a giant step away from the conventional idea that disabled students needed to be sheltered and protected by medical professionals.

Like other groups in the 1960's, the students organized themselves to match wits with bureaucracies and to provide for their own survival. The "Rolling Quads" began in 1969 (later succeeded by the Disabled Students' Union in 1973). It was in 1969 that they wrote a proposal to the Office of Education in Washington, D.C., for money to start a formal program of services for the disabled students at Cal.

The students received the satisfying amount of $80,000 in 1970 to start the Physically Disabled Students' Residence Program (PDSP) in its first office behind Top Dog at 2532 Durant. John Hessler, the first Director, hired three counselors: Mike Fuss, Zona Roberts, and Chuck Grimes. In those days everyone in the office was "a generalist," doing whatever was needed and inventing as they went along. Mike Fuss was the Assistant Director, Chuck was largely in charge of wheelchair

maintenance, and Zona worked on essential services of housing and attendant care.

In 1975 the Cowell Program, as it was called, was moved to where it is today: the Unit II Residence Halls at College and Haste. Students with disabilities live in an integrated setting with hundreds of nondisabled students, with full opportunity to participate in the life of the University. At that time the Department of Rehabilitation established a formal contract with the University, renewing it annually, to hire a full-time coordinator of the Residence Program as well as the 24-hour assistants available in the residence halls.

Students now use the Program as a one-year bridge between living at home with parents and living independently in an apartment or their homes. The staff, known as Special Assistants (SA's), provide support services while students are new to the University and learning skills for independent living. They also provide help with personal care, meals, repositioning at night, and other necessary services. They help the ten new students each year learn how to hire and train their own attendants, notetakers, etc. Typically, students streamline their management of personal care to a few hours a day, hire their own attendants, and, after one year, move to the student co-ops or private apartments.

Susan O'Hara was hired as Coordinator in 1975, the same year Ed Roberts was appointed Director of the California Department of Rehabilitation by Governor Jerry Brown. Roberts named Hessler his Deputy in Sacramento. Donald Lorence, another of the '60's Cowell residents, was named Director of the Physically Disabled Students' Program (PDSP).

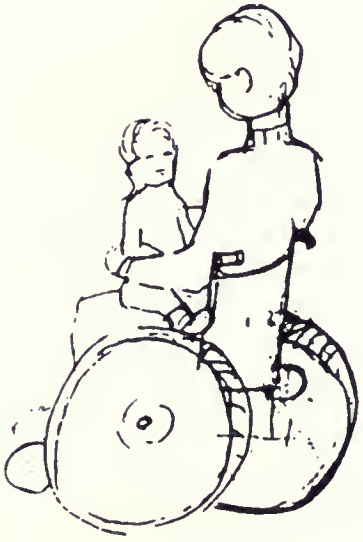
The present and third Director of the Disabled Students' Program, Sharon Bonney, was hired in 1979. The "P" was dropped from PDSP in 1982 to accommodate the broader group of students now served by the Program. Support for deaf and hearing-impaired students and for those with learning disabilities has been added in recent years to the original services for students with visual and mobility disabilities.

The Disabled Students' Program employes 30 staff members, serves 360 students, and is open seven days a week, including weekday evenings. Units now include wheelchair repair and lift-equipped van transportation, attendant referral, academic liaison, financial advocacy, interpreter and reader services, assistance with learning disabilities, and many individualized services.

As for the "helpless cripple" idea, a recent survey of the 157 former Residence Program participants indicates that the average salary of those employed full-time is $32,224. Career fields include law, architecture, psychotherapy, counseling, management, programming, systems analysis, market management, accounting, travel, education, real estate, writing, and drama. Thirty-four percent of the respondents to a survey in 1981 had continued to a master's, law, or doctor's degree.

The spirit of the Residence Program assumes that a disability does not deter a person from making the decisions that control one's life. Herb Willsmore (Cowell Program, 1969) typifies the feelings of others when he says: "The magic of close social contact with others who were coping with and overcoming a disability helped me learn and create successful techniques and tools for independence. My mind was opened and challenged to new possibilities for life and work because of the examples lived out by the other students in the Program and the encouragement we were to each other. The friendship and affection shared among the disabled students in the Program and those that helped us was the key to

making me feel like a person again. Some lifelong bonds were established which gave us all a new set of roots beyond family. All this, coupled with the intellectual and cultural environment of the University, made my stay in the Residence Program the second most important experience in my life."



Wheels of fortune

Brian Hogan

What makes Brian Hogan unlike his fellow seniors is not that he is 27 years old or that, a natural resource economics major, he is waiting to hear this month from the three law schools to which he applied. What makes him unique is that he reached that point in a motorized wheelchair, one of the most severely disabled traumatic quadriplegics ever to have survived his injury, let alone Cal.

Riding through a public park in Stockton a scant ten years ago, Hogan was thrown from his bicycle when he rode over something in the grass. In the fall he broke his neck, high, at the first cervical vertebra, and it was only a double coincidence that saved his life. Two off-duty nurses were walking through the park at the time, and immediately began cardiopulmonary resuscitation. And across the street, firemen were washing their truck, an emergency vehicle quickly called into action. Nine months of rehab later, Hogan left the hospital in a wheelchair, equipped with two devices to help him breathe.

While living at home with his parents, he attended college at the University of the Pacific. Successful there, he was encouraged by a rehab counselor to apply to Cal, well known for its support services for the disabled.

Like many another before him—able-bodied as well as disabled—what coming to Berkeley meant was, in a word, independence. In becoming a part of Berkeley's unique Disabled Students' Residence Program (DSRP), he was able to make the transition to Cal in a way only someone in his particular situation might find special, namely, by living in a dorm. As one of the ten severely disabled students Berkeley admits to its residence hall program each year, he was able to learn independent living skills with a net, so to speak. He learned how to arrange for the meeting of his special physical needs (he is totally paralyzed from the point of the break down), including the particularly critical matter of hiring and firing the attendants who perform the daily tasks he is unable to do for himself, with a support system in place that could and would, for a year, cover whatever emergencies might come up. Under the agreement made by all who enter the program, Hogan went out on his own after that all-important first year. He now lives independently in an apartment on Berkeley's Southside.

Hogan says it was the DSRP in particular that made his Berkeley career possible. "All the support systems were in place," he says. "And the great thing about being in the dorms is that I was exposed to the concerns of able-bodied students as well. The independence I've learned at Berkeley has allowed me to be productive, certainly far more productive than I would have been able to have been if I had been institutionalized all my life."

Remarkably, this year the DSRP celebrates its first quarter century of service to Cal students. The result of the determined efforts of some real California pioneers, it got its start in 1962, when a determined Ed Roberts '64, M.A. '66, convinced a wary campus administration that he'd do just fine as a Cal student if Berkeley would just put him and his iron lung up in a room in Cowell Hospital—and then not treat him as a patient. To the infinite good fortune of his many DSRP successors, Roberts proved himself right, succeeding as a Berkeley student and going on to found and direct the community-based Center for Independent Living, serve as the first disabled director of the California Department of Rehabilitation under Governor "Jerry" Brown '61, become the director of the World Institute on Disability, and win a coveted MacArthur Fellowship. What's important is that Roberts had successors. In 1975 the program was discharged from Cowell and moved to Unit II of the dorms.

To date, 157 severely disabled students have gone through DSRP. Some, like Roberts, have gone on to become rehabilitation professionals and leaders in "the movement," while others have gone on to jobs and careers that DSRP Director Susan O'Hara calls "ordinary in the best sense." Many have gone on to earn advanced degrees, at Berkeley and elsewhere, and a remarkable 81 percent of DSRP alumni are either employed or still students. (According to a recent Harris poll, 66 percent of disabled Americans overall are unemployed; among DSRP alumni, 66 percent are *employed*.) Career fields range from law, architecture, psychotherapy and counseling, and computer systems work to marketing, accounting, engineering, real estate, drama, and writing. Annual salaries range from $350 to more than $65,000. Of the 12 percent employed by educational institutions, 10 percent work at Berkeley. Brian Kelly '78, Boalt '81, just out of DSRP when the *Monthly* checked in on him in 1976, now is assistant city attorney for Berkeley and owns his own home. Fellow attorney Christopher Crotty '82 is a full-time employee of the city of San Diego, third in command to the mayor.

Graduates of the program will meet on campus April 25 to celebrate DSRP's 25th anniversary. The program, from noon to 5 p.m. in the Field House of the Recreational Sports Facility, will include addresses not only by the program's graduates, but also by parents of graduates and others whose lives the program has touched. The state Department of Rehabilitation will receive a special award for its full sponsorship of the program.

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Herb Wiseman

Grew up in Ocento County in northern Wisconsin.
Graduated from UW Madison, BA in Journalism, 1974.
Post-graduate work in Occupational Therapy at
San Jose State University with certification
as an Occupational Therapist in 1984.

Began working as an attendant in the disabled
community in 1975.
Worked as a Special Assistant in the Physically
Disabled Students' Residence Program at
UC Berkeley from 1976 through 1984.

Presently an Occupational Therapist at the
Alta Bates-Herrick Rehabilitation Center in
Berkeley.

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